DOCUMENT RESUME

ED 226 901 RC 013 876

AUTHOR Henderson, Karla
TITLE Site and Facilities Managerial. Student Guide to Home Study. Camp Administration Series.
INSTITUTION American Camping Association, Martinsville, Ind.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE 82
GRANT G007901333
NOTE 54p.; For related documents, see ED 223 378-386 and RC 013 874-880.
AVAILABLE FROM American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Accessibility (for Disabled); *Administrator Education; Adult Education; *Camping; Competency Based Education; *Correspondence Study; *Disabilities; *Educational Facilities Planning; Independent Study; Learning Activities; Outdoor Education; Records (Forms); Resource Materials; *Site Development; Standards; Student Teacher Relationship; Study Guides
IDENTIFIERS *Project STRETCH

ABSTRACT

The site and facilities managerial home study student guide of Project STRETCH (Strategies to Try Out Resources to Enhance the Training of Camp directors serving the Handicapped) begins with a brief overview, a list of desired outcomes of camp director education, instructions on phases I and II of home study, a student needs assessment form, a seven-page reading checklist, a student vita form, an individualized plan of work form, and a list of suggested learning activities. The learning assignments consist of five lessons outlined in terms of competency area, suggested readings, objectives, discussion, activities, and review. Among the competencies listed are: knowledge of the principles of site planning and long range development; knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them; knowledge of the principles of preventative maintenance of site, facilities, and equipment; knowledge of federal, state, and local laws and American Camping Association standards relating to site and facilities; and ability to analyze complications for site and facility operation when serving the handicapped. A home study learning activity report form and instructor evaluation form are included. Supplementary reading materials are appended. (BRR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sue Stein

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

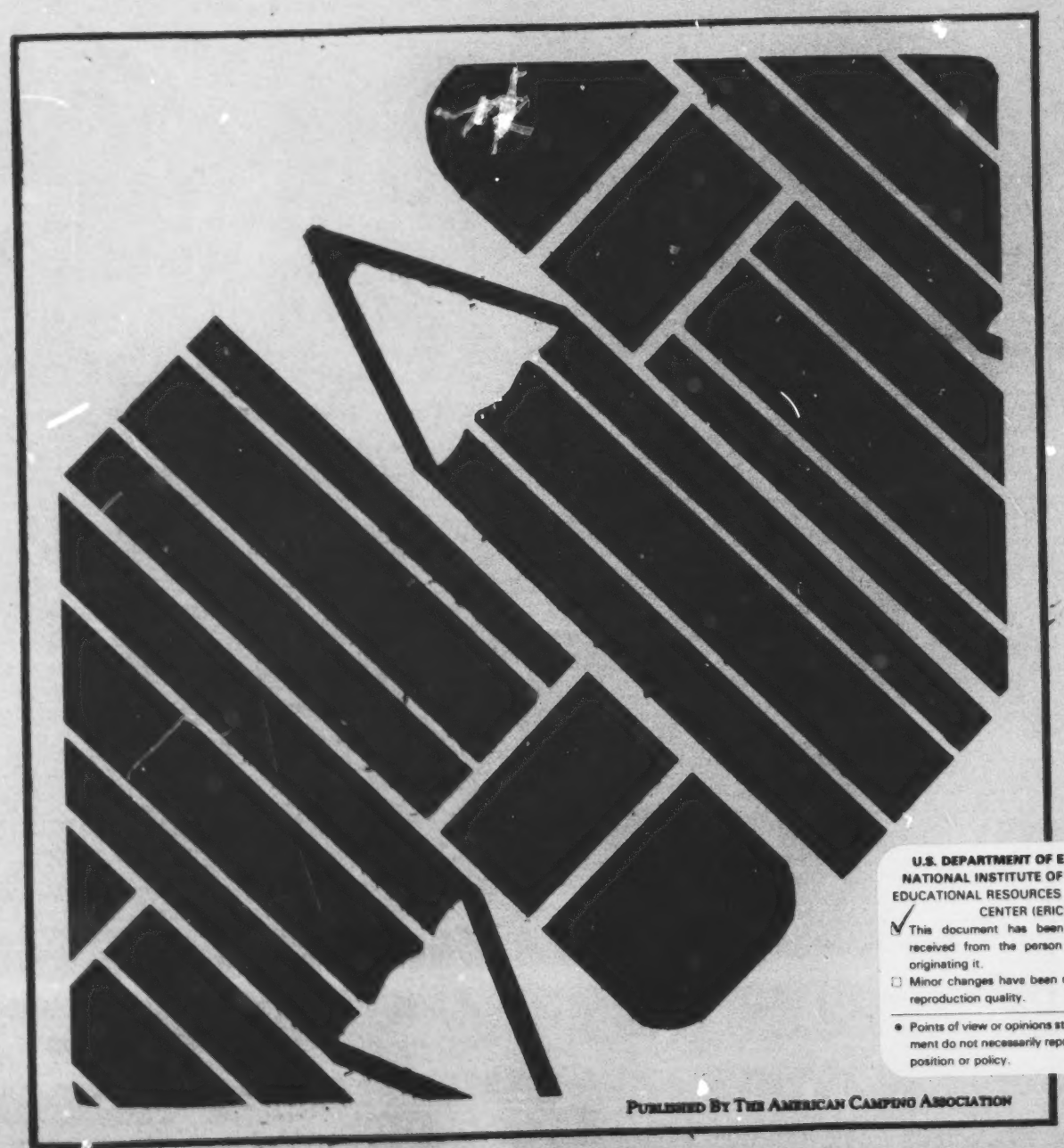
FEB 1983
RECEIVED
ERIC/CRESS

ED226901

Camp Administration Series

Student Guide to Home Study:

Site and Facilities Managerial



RC013876

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Published By The American Camping Association

Student Guide to Home Study:

Site and Facilities Managerial

Dr. Karla Henderson

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

The project information contained herein was developed pursuant to grant no. G 007901333, from the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services. The opinions expressed herein do not necessarily reflect positions, policy, or endorsement by that office. Copies may be ordered from the American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.

BEST COPY AVAILABLE

CONTENTS

Foreword iv

Preface v

Acknowledgements vi

Course Overview 1

Cancellation Policy 3

Desired Outcome of Camp Director Education 4

Phase I: Needs Assessment, Reading List, and Vita 5

Phase II: Plan of Study and Suggested Learning Activities . 19

Phase III: Learning Assignment Form and Lessons 25

Phase IV: Evaluation Form 41

Appendix: Camping Magazine Articles 45

The previous numbered page in the original document was blank

Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Officer, 1979-1981**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

BEST COPY AVAILABLE

Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is one of several volumes that will insure "Better Camping for All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

BEST COPY AVAILABLE

Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

Project Officer, 1981-1982

Martha B. Bokee, Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services

National Advisory Committee

Paul Howells, CCD; Chairperson	Lutheran Church of America, Philadelphia, PA
Janice Adams, CCD	Camp Idlepines
Julia Brown, Ph.D.	University of Wisconsin—Madison
Charles Butler, CCD	National Institute of Health, Washington, D.C.
Nannette Enloe	Northwest Georgia G.S. Council, Inc.
William Hammerman, Ph.D.; CCD	San Francisco State University
Judith Myers, Ph.D.	George Williams College

Project Staff

Armand Ball	Project Director
Kay Kester-Oliver	Assistant Project Director
Sue Stein, CCD	Project Coordinator
Phyllis Elmore	Project Secretary
Elizabeth Farley, Ed.D.	Project Consultant

Project Subcontractor

Don Hawkins, Ph.D., and Denise Robinson	Hawkins and Associates

BEST COPY AVAILABLE

A Brief Overview

As you prepare to embark on an ACA Home Study Course, it is important to remember that as in other ACA educational opportunities (institutes, seminars, managerials, etc.), there is a core curriculum upon which the course is based. The core curriculum has been approved by the curriculum committee of the American Camping Association.

Through home study, you will have the opportunity for a one-on-one relationship between you and your instructor. The instructor will be able to give you his/her undivided attention to facilitate your understanding and mastery of the study material. You will also be able to work on your own time schedule at your own pace.

A unique feature of ACA Home Study is our individualized approach. Recognizing the special needs of adult learners and differences between individuals and their preferences for certain types of activities, ACA Home Study Courses have incorporated an approach to allow each learner some independence in designing his/her own plan of study with the instructor.

Instructors. Instructors for ACA Home Study Courses are selected and assigned by the National Office on the basis of their experience as camp directors or educators in the area of camp administration and their ability to effectively facilitate the study of other adults seeking to increase their knowledge in the field of organized camping. Most instructors are happy to confer by phone should you run into a problem. Your instructor's phone number is listed in your letter of acceptance.

Course Organization. Each course consists of four phases. Phase 1: Begins with a needs assessment to determine where your strengths and weaknesses lie in terms of the areas to be covered, resources you have available, and questions or burning issues you wish to have answered in addition to the curriculum. You are also asked to complete a vita detailing your experience and previous education.

Phase II: Consists of the development of a plan of study to be followed by you and completed within twelve (12) months of its approval by your instructor. If necessary, an extension may be approved by your instructor for an additional six (6) months. The plan of work is developed by cooperation between you and your instructor and it is based on a set of recommended learning assignments provided (lessons). Note: All materials from the student required for Phase I and II should be sent to your instructor within one week of the notification of your instructor's name and address.

Phase III: Involves the actual study. The instructor assigned is available to you any time you need him/her by letter or phone to answer any problem areas or to comment on your work after you have completed an assignment. You may send in your assignments one at a time, or all at once. A brief discussion on each area of the course is also provided in Phase III.

Phase IV: Concludes the course with an evaluation of your work by the instructor, of the instructor and course by the student.

Texts: There is more than one text used for each course. Because of the lack of a comprehensive text in the field of camping for most areas, readings are required from a variety of sources. Agreement on readings which are required for the course is one of the tasks of the plan of work which is developed in Phases I and II.

Begin Course: As soon as you receive your materials for the course, begin work. Leaf through the study guide to get a feel for the course. Complete Phase I and II within a week of receiving the study guide and mail all requested materials (needs assessment, vita, reading list, and plan of work) to your assigned instructor.

Your instructor will review your materials and approve or add areas to your plan of work. This should be returned to you by your instructor within one to two weeks. You will then have a maximum of twelve (12) months to complete your plan of study (if needed, you may request a six (6) months extension from your instructor). As soon as you receive your approved plan of work, begin study. You may find it easier to put yourself on a time schedule to complete one area of the course per week and return it to your instructor for his/her comments, or you may find it simpler to send in all assignments in Phase III at once.

Circuit time (time between your mailings until your instructor returns a mailing to you) takes about two (2) weeks.

Evaluation: Once you have completed all assignments satisfactorily, complete the evaluation form and send it directly to the National ACA Office. A course certificate of completion will then be sent to you.

Cancellation and Settlement Policy for ACA Home Study Courses

We are confident you will be satisfied with your program of study through the American Camping Association. Should you decide to cancel, we provide you with this liberal cancellation policy.

A student may terminate an enrollment at any time by notifying the ACA National Office.

1. A student requesting cancellation within 7 days after the date on which the enrollment application is signed shall be given a refund of all monies paid to the American Camping Association (ACA).

2. When cancelling after this 7-day period, and until your instructor receives the first completed assignment (Needs Assessment), an administrative fee of 20% or $25 (the least amount) of the tuition shall be retained by the ACA.

3. After your instructor receives the first completed assignment (Needs Assessment), and prior to completion of a Plan of Study, upon cancellation of an enrollment the ACA will retain an administrative fee of 30% of the tuition.

4. After the student has completed the Plan of Study, the student shall be liable for the full tuition and there will be no refund.

The Desired Outcomes of Camp Director Education

A CAMP DIRECTOR SHOULD BE ABLE TO:

I. Demonstrate an understanding of the life span characteristics and needs of the constitutencies which he/she serves and directs including the effects of biological, psychological, and socio-cultural systems on the growth and behavior of these persons.

II. To determine which persons he/she could serve and identify the implications for his/her camp.

III. Assess his/her strengths and weaknesses in relation to his/her own philosophy and the philosophy of other persons in the camping profession, community, and camp, his/her relations with others, and his/her professional competencies.

IV. State. interpret and defend his/her camp philosophy, goals and objectives and how they relate to the constitutencies which he/she serves and the society in which he/she lives.

V. Design a camp program to achieve the goals and objectives of his/her camp in terms of camper development.

VI. To develop and justify the organizational design most conducive to the achievement of his/her camp's philosophy and objectives.

VII. Develop a comprehensive staffing plan in a manner which implements his/her camp's goals and aids his/her staff's personal and professional growth.

VIII. Know the values of organized camping and be able to interprete them to prospective parents and campers, staff, and the non-camp community utilizing varied resources and methods.

IX. Design a continuous and comprehensive evaluation program for his/her camps.

X. Analyze and develop a comprehensive camp health and safety system which is consistent/supportive of the camp philosophy, goals and objectives.

XI. Analyze and develop a camp's food service system which is consistent and supportive of the camp philosophy, goals and objectives.

XII. Analyze and develop business and financial systems consistent and supportive of the camp philosophy, goals and objectives.

XIII. Analyze and develop a comprehensive plan for site(s) and facilities management consistent and supportive of the camp philosophy, goals, and objectives.

ACA Home Study: Student Instructions

Phase I: Needs Assessment, Reading List, and Vita

Attached are the forms you need to complete for Phase I. These include:

1. A Needs Assessment Form: Each curriculum area of this course is listed on the form with a 1 to 10 scale underneath the statement.

   Please rate yourself as follows:

   1 to 2 - I have insufficient knowledge in this area

   3 to 4 - I have knowledge to identify some resources

   5 to 6 - I have performed some work in this area with assistance

   7 to 8 - I have performed independent work or instructed others in this area

   9 to 10- By virtue of training and experience in this area, I could be called upon to apply my expertise to instruct or consult any camp or constituency

   Space is also provided for you to comment as to why you rated yourself in such a manner on each topic.

2. Reading Checklist - To enable your instructor to make reading assignments, a recommended reading list is attached. Please mark with a check (✓) those materials you own or could get access to.

3. Vita: To give your instructor a better understanding of your background, you are also asked to complete the vita attached.

Phase I and II:

Phase I and II items should be mailed to the course instructor (listed in your course acceptance letter) within one week of the date you received it.

CAMP DIRECTOR NEEDS ASSESSMENT FORM

NAME _____

CAMP NAME _____

No. Years Camp Experience _____

Below is a listing of the competencies identified for the managerial you will be taking in Site and Facility operation. For each competency, please indicate how you would rate yourself in relation to a) your present ability at performing the task; and, b) the amount of training you feel you need in this area. Use a scale of 1 = low to 10 = high, putting an "X" through the number that best describes your response in each category. Please add any additional comments you feel necessary to clarify why you rated your ability as you did.

I. COMPETENCY	Your Present Ability Low 1 2 3 4 5 6 7 8 9 10 High	Amount of Training Low 1 2 3 4 5 6 7 8 9 10 High	COMMENTS
1. Knowledge of the principles of site planning and long range development.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
2. Knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
3. Knowledge of the principles of preventive maintenance of site, facility and equipment.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
4. Knowledge of and ability to identify resources for securing appropriate federal, state, local laws and ACA Standards related to site and facilities.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
5. Ability to analyze complications for the site and facility operation when serving the handicapped.	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

The previous numbered page in the original document was blank

II. The goal of this managerial is "to help the participant gain an understanding of how to develop and supervise the camp's site(s) and facilities program." Please describe what you would like to learn in this area (special concerns or problems).

READING CHECKLIST

PLEASE CHECK (✓) THOSE MATERIALS WHICH YOU OWN OR COULD GET ACCESS TO:

AVAILABLE THROUGH ACA PUBLICATIONS *(ACA publications code)

Anderson, Bruce, et. al. Solar Age Catalog. Cheshire Books, 1977. (CD 03)

Ball, Armand, B; Beverly H. Basic Camp Management. ACA, 1979. (CM 36)

Camp Standards With Interpretations For The Accreditation of Organized Camps. ACA. Revised, Sept., 1978. (CS 01)

"Check List of Items To Be Included in Camp Lease Agreement When Consulting An Attorney." ACA, 1980. Tip #4- (CM 23)

Conservation Of the Campsite. ACA, 1960. (CD 02)

Eccli, Eugene. Low-Cost Energy-Efficient Shelter For The Owner and Builder. Rodale Press, 1977. (CD 06.)

Gay, Larry (editor). The Complete Book of Insulating Stephen Greene Press, 1980. - (CD 12)

Hayward, Charles H. The Complete Handyman. Drake Publishers, 1976. (CD 09)

Maxria, Edward. The Passive Solar Energy Book. Rodale Press, 1979. (CD 07)

Proudman, Robert D., Trail Building and Maintenance. Appalachian Mountain Club, 1979. -(CD 13)

Robb, Gary. The Camp Maintenance Supervisor. Project REACH. 1979. ACA -(CD 11)

Rodney, Lynn S.; Ford, Phyllis M. Camp Administration N.Y., 1971. - (CM 01)

Ross, Carol and Bob. Modern and Classic Woodburning Stoves. Overlook Press, 1978. (CD 10.)

AVAILABLE THROUGH ACA PUBLICATIONS *(ACA publications code)

Site Selection and Development. United Church Press, 1965. (CD 01)

Stoner, Carol Hupping. "Goodbye to The Flush Toilet. Rodale Press, 1977. (CD 05.)

Vivian, John. Wood Heat. Rodale Press, 1978. CD 08.

Wilkinson, Robert E. Camps, Their Planning and Management. C.V. Mosby, 1981. (CM 07.)

Yepsen, Jr. Robert B. Trees For The Year, Orchard, and Woodlot. Rodale Press, 1976. (CD 04)

AUDIO-VISUAL

Camping and Recreation Facilities For The Handicapped. Contact: Audio-Visual Department, Indiana University, Bloomington, IN. 47401. Rental-812/337-2103

SLIDE PRESENTATIONS

The Planning Process. Todd Schmidt and Assoc. Settlers Landing, 1360 W. Ninth St., Cleveland, OH. 44113. Telephone: 216-696-6767

Camp Hopeless - The Worst Camp In The Country. Todd Schmidt and Associates. Address, See Above.

OTHER RESOURCES

American Institute of Architects. Energy Conservation In Building Design. Washington, D.C., 1974.

Conover, Herbert S. Grounds Maintenance Handbook. McGraw-Hill, INc., 1958.

Girl Scouts of USA. Planning Workbook For Camps and Related Facilities., 1978.

Gold, Seymour, M. Recreation Planning and Design. McGraw Hill, Inc. 1980.

Long Range Planning Guide. Campfire, Inc. 1981.

Marsh, W.M. Environmental Analysis. McGraw-Hill, 1978.

N.R.P.A. Park Practice Series. National Recreation and Park Assoc., Arlington, Va.

Ohio Governor's Committee on Employment of the Handicapped. Access For All. 1977.

Rogers, W.E. Program Facilities: Planning For Needs. Girl Scouts of America, N.Y. 1975.

ARTICLE(S) IN ACA'S CAMPING MAGAZINE

Bone, Maurice. January, 1977. vol. 49: no. 2. pp. 40.

Boyer, Bruce. "Consider Federal Labor Programs For Improving Camp Facilities." March, 1980. vol. 52: no. 4. pp. 11.

Christofer, Loody. "Camp Conservation." Feb., 1979. vol. 51: no. 3. pp. 10.

Doucette, and Levine. "Tuition Rate Setting For Organized Camps." May 1979. vol. 51: no. 6. pp. 15.

Elliott, Jerry. "Interpretive Trends." May, 1979. vol. 51: no. 6. pp. 28.

Ellis, Jan. "Gasoline Crisis," Sept./Oct., 1979. vol. 2: no. 1. pp. 6.

Ensign, John. "Hanover Campers Build Solar Heater." Sept./Oct., 1979. vol. 2: no. 1. pp. 38.

"FAC Produces New Property Tax Manual." Sept.Oct., 1978. vol. 51: no. 1. pp. 7.

Fjare, Paul. Feb., 1977. vol. 49, no. 3. pp. 1.

Fjare, Paul, May, 1977. vol. 49: No. 6. pp. 17.

Harrison, Art. Sept./Oct., 1976. vol. 49: no. 1. pp. 6.

Harrison, Art. "Solar Heat." Sept./Oct., 1978. vol. 51: no. 1. pp. 35.

Imsland, Donald. "Camping Leadership." Sept./Oct., 1979. vol. 2: no. 1. pp. 33.

Kauffman, Robert. "The English Gate." Feb., 1977. vol. 49: no. 3. pp. 15.

Kauffman, Robert. "CDC Canoeing Regulations." June, 1977. vol. 49: no. 7. pp. 5.

Knapp, Clifford, "Values That Make Better Camping." March, 1978. vol. 50: no. 4 pp. 8.

Leigh, Cindy. "Adventure Playground." May, 1977. vol. 49: no. 6. pp. 6.

Lewis and Carlson. "Camp Maintenance Influences Program." Sept./Oct., 1976. vol. 49: no. 1. pp. 15

Loheed, Patricia. "Redesigning Multiple Camp Facilities." April, 1979. vol. 51: no. 5. pp. 17.

Market, William. "Camp PoolMaintenance." Jan., 1979. vol. 51: no. 2. pp. 12.

ARTICLE(S) IN ACA'S CAMPING MAGAZINE (continued)

Masburn, William. "Solar Energy." Sept./Oct., 1979. vol. 2: no. 1. pp. 9.

Mundt, Gerald. "Choosing An Architect." Sept./Oct., 1976. vol. 53: no. 4. pp. 15.

Murray, John. "Effective Maintenance-Energy Savings." March, 1981. vol. 53: no. 4. pp.15.

Pick, Diane. "Recipe For A Vacant Lot." April, 1978. vol. 50: no. 5. pp. 12.

Powers, Walter. "Planning Aided By Study Models." Sept./Oct. vol. 49: no. 1. pp. 9.

Salomon, Julian H. Book Review, "Program Facilities, Planning For Needs." Jan., 1977. vol. 49: no. 2. pp. 42.

Slezak, Ed. "Some Planning Hints For the Waterfront Director." Feb., 1977. vol. 49: no. 3. pp. 13.

Smith, Richard. "Camp Forestry." March, 1978. vol. 50: no. 4. pp. 26.

Stevenson, Jack. "The Maintenance Man Wears Many Different Hats." March, 1976. vol. 48: no. 5. pp. 31

Stott, Charles. March, 1977. vol. 49: no. 7. pp. 17.

Stott, Charles. June, 1977. vol. 49: no. 7. pp. 17.

Webb, Kenneth. "A Modern Camp For The New Generation." Feb., 1979. vol. 51: no. 3. pp. 16

ARTICLE(S) IN JOURNAL OF CHRISTIAN CAMPING

"A DIY Solar Heating System." Nov./Dec., 1978. vol. 10: no. 4. pp. 30

"A Workshop's Basic Tools." July/August, 1979. vol. 11: no. 4. pp. 13.

Ashman, John. "Stop Fueling Around." March/Apr., 1978. vol. 10: no. 2. pp. 19.

"Bright Red Chuckwagon Totes Kids To Campsite." July/Aug., 1980. vol. 12: no. 4. pp. 18.

Campbell, Leonard. "Housekeeping In Camps." Jan./Feb., 1977. vol. 9: no. 1. pp. 22

Campbell, Leonard. "Nice Floors Catch The Eye." March/Apr., 1981. vol. 11: no. 4. pp. 12.

"Camping's Preferred Maintenance Equipment." July/August, 1979. vol. 11: no. 4. pp. 12.

"Five Building Alternatives." July/Aug., 1979. vol. 11:no. 4. pp. 15.

How To Get Suppliers To Work On Their Side." Mar/Apr., 1980. vol. 12: no. 2. pp. 2.

Johnson, Carl. "Design Process For Site Planning-Ideas Unlimited." Sept./Oct., 1976. vol. 8: no. 5. pp. 11.

Kerstetter, Bob. "Pest Control. A Safe Approach." July/Aug., 1980. vol. 12: no. 4. pp. 22.

Lauritzen, Monte. "You Can Really Manage Your Maintenance Work." July/Aug., 1980. vol. 12: no. 41. pp. 18.

"Maintenance Tips From The Readers." July/Aug., 1978. vol. 10: no. 4. pp. 28.

"Maintenance Tips From The Readers." Sept./Oct., 1978. vol. 10: no. 4. pp. 12.

Mitchell, J. Patrick. "Site Planning: Key To Land Stewardship." Mar/Apr., 1981. vol. 13: no. 2. pp. 42.

ARTICLE(S) IN JOURNAL OF CHRISTIAN CAMPING (continued)

"Organizing Maintenance Records." March/Apr. , 1979. vol. 11: no. 2. pp. 26.

Pearson, John. "Going Year Round-Some Things To Consider." Sept./Oct., 1979. vol. 11: no. 5. pp. 34.

Plunk, Robert. " Fire! Fire! Fire!" May/June, 1976. vol. 8: no. 3. pp. 7.

Priest, Louise. "How Safe Is Your Camp Waterfront." May/June, 1976. vol. 8: no. 3. pp. 4.

Ruediger, Dean. "Buying Emergency Power." July/Aug. 1979. vol. 11: no. 4. pp. 20

Saxton, Bob. "Do I Need A Permit To Eat My Lunch." Jan./Feb., 1979. vol. 11: no. 1. pp. 4.

"Site Planning-Two Case Studies." July/August, 1979. vol. 11: no. 4. pp. 5.

"Solar Energy, A Viable Alternative For Camps." Sept./Oct., 1978. vol. 10: no. 4. pp. 17.

"Solar Heat A Sizzling Success." July/Aug., 1977. vol. 9: no. 41. pp. 4.

"Steel Tube, Nylon,Building Cut, Costs, Endurances." July/Aug., 1980. vol. 12: no. 4. pp.20

ACA Home Study Course Vita

VITA

Please complete the following information:

NAME _____ Phone _____

ADDRESS _____ Age _____

_____

I.

Education	Name of School	Location	Dates	Major
College(s)				
Other Education				

II.

Experience	Your Position/Responsibility	Location	Dates	Comments
A. In Organized Camping				
B. With Disabled Persons				

The previous numbered page in the original document was blank

III.

Special Training	Dates	Location	Sponsor

IV. Why do you want to take this course? _____

_____

_____

_____

V. What is your present occupation and your long-range career goal? _____

_____

_____

_____

_____

Phase II: Plan of Study for ACA Home Study Course

On pages 23-24 you will find a list of recommended learning activities for this course. You are not limited to these activities in developing your proposed plan. However, you must select or propose at least one activity for each competency listed and describe how and when you will report it to the instructor on the Plan of Study form attached.

Your instructor will review your plan and make any changes or additions he/she deems necessary to approve it. Once your plan is approved by your instructor and returned to you, you have 12 months from the date the work plan was approved to complete all assignments and return them to your instructor. If you cannot complete the work by the end of the 12 months, you may request a 6-months extension from your instructor.

Your Plan of Study for Phase II should be submitted to your instructor with the items requested for Phase I.

ACA HOME STUDY

INDIVIDUALIZED PLAN OF WORK

NAME _____

COURSE SITE AND FACILITIES

Below is a listing of the competencies required for this course. For each competency please identify what you would like to do to gain knowledge and demonstrate your understanding of this area. This should be returned for your instructor's approval. Your instructor will make additional suggestions on your plan of study. You then have 12 months to complete all work. PLEASE BE SPECIFIC AS POSSIBLE IN COMPLETING YOUR PLAN.

COMPETENCY	STUDENT'S PROPOSED PLAN (To be completed by Student)	INSTRUCTOR COMMENTS AND ADDITIONS (To be completed by Instructor)
Knowledge of:		
1. Principles of site planning and long range development		
2. Interdependence of all living and non-living resources.		
3. Principles of preventative maintenance of site, facilities, and equipment.		
4. Federal state, local laws, and ACA Standards.		
Ability to:		
5. Analyze complications for the site and facility operation when serving the handicapped.		

The previous numbered page in the original document was blank.

FOR STUDENT INFORMATION ON PLAN OF WORK FOR SITE AND FACILITIES MANAGERIAL

The following is a list of suggested learning activities for the Site and Facilities Managerial.

You are not limited to these activities in developing your proposed plan. However, you must propose at least one activity for each competency listed and describe how you will report it to the instructor.

1. Knowledge of the principles of site planning and long range development.

   a. Visit a landscape architect and ask him to describe the major principle of siteplanning and long range development he would recommend for a camp.

   or

   b. Read at least one book on site planning and development. List the principles you feel would be of major importance for your camp situation.

2. Knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them.

   a. Visit three different camp sites, describe the strengths and weaknessess of each camp's site and facilities in terms of utilizing or working with the site's natural resources instead of against them.

   or

   b. Read a book such as Dan McHarg's Design With Nature and describe the principles for designing with nature rather than against it.

3. Knowledge of the principles of preventative maintenance of site, facilities, and equipment.

   a. Visit with three or more camp rangers or maintenance foreman. Learn what type of maintenance system each camp utilizes.

   b. Read a book such as Camp Property Management by the Boy Scouts of America, or Facility Maintenance Systems by the Girl Scouts of the U.S.A. Describe the major principles you would adopt for a comprehensive camp maintenance system.

4. Knowledge of federal, state, local laws and ACA Standards relating to site and facilities.

   a. Accompany an ACA Standard's Visitor on a camp visit. Observe whether federal, state, local laws and ACA Standards are being met.

   or

   b. Prepare a list of all laws and standards which camps must meet in the area of stie and facilities.

The previous numbered page in the original document was blank

5. Ability to analyze complications for site and facility operation when serving the handicapped.

   a. Select a handicapped (blind, wheelchair ridden) population and describe what special considerations must be added to your camp site and facilities.

   or

   b. Visit a camp for the handicapped. Discuss with the director the special needs and services his camp provides in the area of site and facilities.

Phase III. Learning Assignments

A brief introduction/discussion has been written for you to read along with each area you will study.

This information is to be used as "food" for thought as a starting point for information. It is not the extent of the information you need to know from each area of study.

Also contained in this section are copies of the ACA Home Study Learning Activity Report. Please attach a copy of this form to the front of each assignment as listed on the Plan of Study approved by your instructor. You may send in more than one assignment at a time.

Should you have problems with an assignment, your instructor is only a phone call away. The instructor's name is listed on your letter of acceptance.

You have one year from the date your plan of work was approved by your instructor to complete all work unless he/she has granted you an extension.

Good luck!

SITE AND FACILITIES MANAGERIAL

LESSON ONE

Competency Area: Knowledge of the principles of site planning and long range development.

Suggested Readings: *Camps: Their Planning and Management, pp. 88-95.
*Site Selection and Development, pp. 12-34
*Camp Administration p. 84-97
"Planning and Development". Camping Magazine Sept./Oct. 1976. (See Appendix)

Objectives:
1) The student will list the basic needs for site planning for a camp.
2) The student will cite the criteria used for campsite selection.
3) The student will explain the various methods for property acquisition.
4) The student will list the reasons for doing long-range planning.

Discussion:

One of the big problems facing the camping movement today is the inavailability of suitable land for campsites. Those contemplating the development of a camp or the expansion of a camp no longer have unlimited tracts of ideal land at an affordable price. For these reasons, site selection and long range planning are crucial to camp development and management.

A master plan for the long-term use of a camp is very important. It serves a number of important purposes by providing the following: a catalog for future needs, the best utilization of the available space, preservation of natural landscape and aesthetics of a site, a guide for construction, and a master plan is the best guarantee that funds will be spent wisely.

Regardless of the type of camp under consideration, certain things must be kept in mind in making site selections. A land philosophy must

* Denotes ACA publication

The previous numbered page in the original document was blank.

be developed which takes on a moral and ethical responsibility for the land. The present and projected needs must be considered. Financial resources are also paramount in making initial considerations.

A number of criteria should be considered in the site selection. These include aesthetic factors such as topographic features, vegetation, water, and the general environment. Functional features should also be considered such as topography, vegetation, water drainage, location, and adaptability. The property should be carefully inspected to make sure it has the essential elements needed for the kind of camp program that one wishes to operate.

Once a suitable piece of land is found, the land should be acquired in concert with the long term plan. Land may be acquired for a resident camp through a number of ways: purchase, lease agreements, gifts, donations, or bequests. Regardless of the method of acquisition, planning for the long term use and preservation of the land is important. Land for camps has become a scarce commodity.

Activities:

a. Visit a landscape architect and ask him to describe the major principle of site planning and long range development he would recommend for a camp.

b. Read at least one book on site planning and development. List the principles you feel would be of major importance for your camp situation.

Review: Can you respond to the following questions?

1. Why should a camp use long range planning?

2. What are the aesthetic and functional features to consider when purchasing a parcel of land for a camp?

3. What licensing or zoning restrictions might prevent the location of a camp on a particular site?

4. How far away from the clientele group should the camp be located?

SITE AND FACILITIES MANAGERIAL

/Lesson Two/

Competency Area: Knowledge of the interdependence of all living and non-living resources, identifying man's responsibility for them.

Suggested Readings: *Site Selection and Development, p. 35-144
*Camps: Their Planning and Management, p. 96-118
"Redesigning Multiple Camp Facilities for Year-Round Programs", Camping Magazine, April, 1979
Camp Administration, p. 98-122 (See Appendix)

Objectives:
1) The student will list the technical experts which may be able to help with planning and designing a camp.
2) The student will list the steps for actually developing a site.
3) The student will explain the purposes for the various kinds of facilities found on a camp.
4) The student will identify the kinds of facilities required at a camp.
5) The student will verbalize a basic philosophy of land development.

Discussion:

The areas, structures, and facilities for camps should all fit the goals of the organization as well as accomodate the camps specific objectives and program. The camp should also show an appreciation for the environment. The need to keep camps as "natural" as possible is important if their unique character is to be preserved.

The development of a basic land development philosophy is essential. Many factors constitute this basic philosophy. All facilities must be developed with the understanding that they are provided as means to greater ends. In addition, the camp should be designed to represent stewardship of the land. All aspects of the land are interdependent and the changing of the land will have some kind of effect. People can control the land

and people must accentuate a reverence for life in the camp development. With these principles in mind, the actual development should flow into place.

The camp administrator has a number of technical services available as plans are developed. These include the architect, engineers, health officials, consultants, conservationists, landscape architects, legal consultants, and environmental control representatives. All these people should be used in relation to the overall goals of the development.

The actual steps in planning are quite complex tasks. However, when one proceeds in a logical and orderly fashion, a systematic approach can be utilized to planning. The basic steps include 1) gathering all data related to the site including maps, documents, etc., 2) preparing a list of needed facilities and improvements which should evolve from the master plan, 3) developing plans for the physical layout, 4) selecting architectural treatment and construction materials, 5) presenting the layout plan for approval, 6) preparing construction drawings and specification, 7) inviting bids and letting the contracts, 8) supervising the construction and keeping accurate records, and 9) keeping the records for maintenance purposes.

A variety of facilities are seen at camps. The size, location, and kind of facilities will depend on the goals of the camp. Such facilities to consider are sleeping units, unit lodges, special activity centers, aquatics facilities, playing areas, sports areas, chapel, administration area, health center, dining hall and kitchen, showers, staff lounge, staff living quarters, and the maintenance area.

In addition to facilities, the whole camp should present some kind of unified system with utilities that fit including water supplies, waste

disposal systems, communication means, and roads and trails.

In general, the selection, acquisition and development of a campsite is too important to be left to a single person. There are many things to be considered and the camp director should consider all aspects and have a very thorough plan before beginning any kind of site development.

Activities:

a. Visit three different camp sites. Describe the strengths and weaknesses of each camp's site and facilities in terms of utilizing or working with the site's natural resources instead of against them.

b. Read a book such as Dan McHarg's Design with Nature and describe the principles for designing with nature rather than against it.

Review:

Here is a sample of a model layout for a decentralized camp. Describe what is good about it, what could be improved, and how a basic philosophy of land development has been incorporated into the camp. What steps do you suppose were followed in the development of this site? What kind of programs do you think will be conducted based on this layout?

Review Exercise:

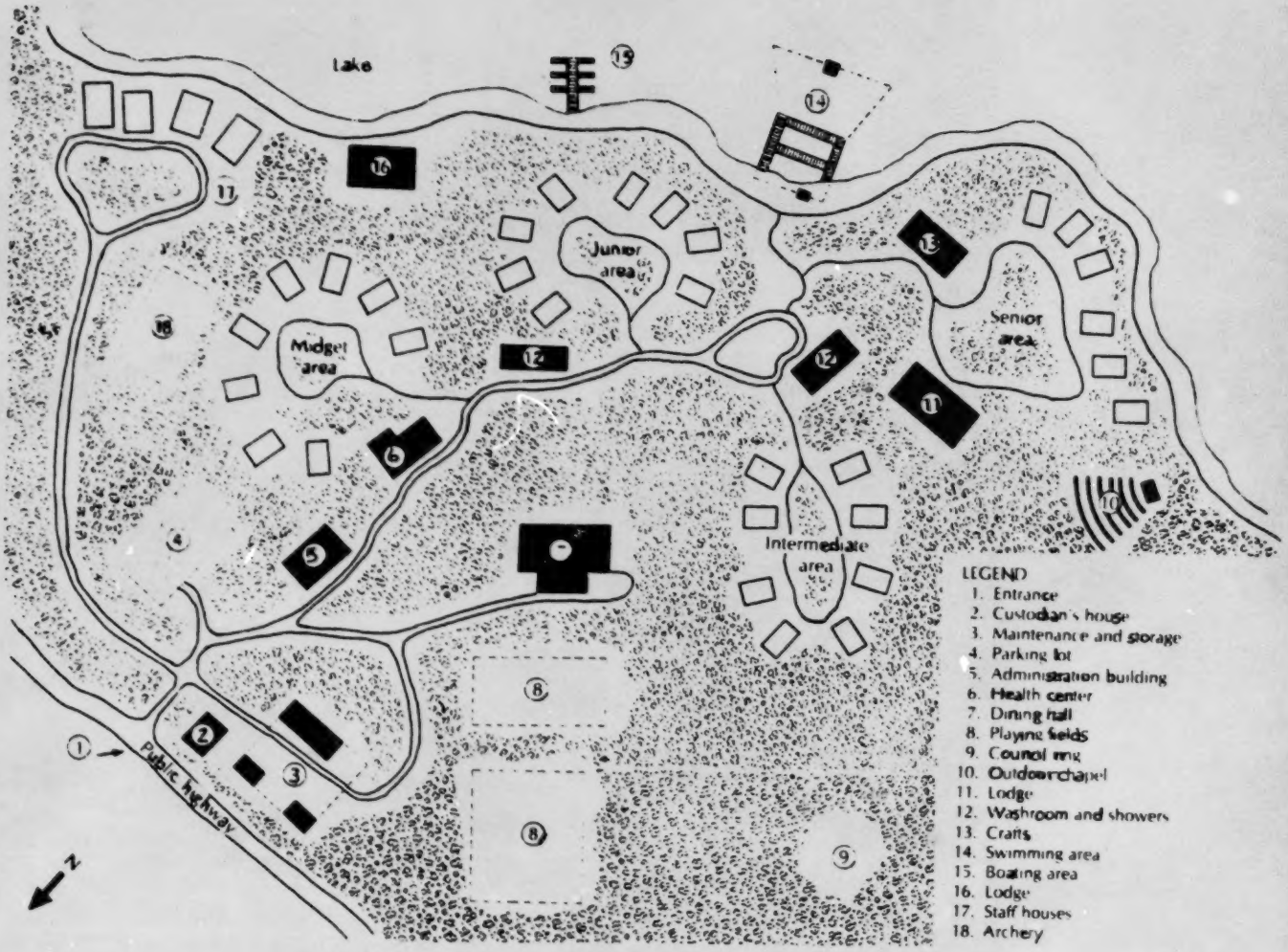


Figure taken from Camps: Their Planning and Management, p. 98

SITE AND FACILITY MANAGERIAL

/Lesson Three/

Competency Area: Knowledge of the principles of preventative maintenance of site, facilities, and equipment.

Suggested Readings: *Trail Building and Maintenance
"Effective Maintenance and Energy Savings", Camping Magazine, March, 1981 (Appendix)
*Basic Camp Management, p. 87-88
*Camp Maintenance Supervisor
*Camps: Their Planning and Management, p. 118-126
"Camp Pool Maintenance", Camping Magazine, February, 1979 (Appendix)

Objectives: 1) The student will describe the role of the maintenance supervisor

2) The student will describe the components of an effective and efficient maintenance schedule.

3) The student will list what records and reports are needed for efficient camp maintenance.

4) The student will identify the kinds of maintenance which must be done at a camp.

Discussion:

An on-going plan for maintenance will make the camp operation much smoother all the way around. Putting the maintenance plans on paper and adjusting these plans all year around will result in more efficiency. The property, buildings, other structures, and equipment represent a sizable investment to the camp, so it is essential that these areas be managed and maintained in an efficient manner. Well maintained areas result in better program services, optimal health and safety for campers and staff, better public relations, and greater respect for camp property.

Most camps will employ a maintenance supervisor who is responsible for the operation of the total maintenance of the camp. Camp maintenance should be handled in a businesslike manner and a good maintenance supervisor should not only possess technical skills, but good management skills.

Generally the maintenance supervisor's responsibilities lie in eight major areas: 1) equipment, 2) maintenance, housekeeping, and supplies, 3) vehicles, 4) facilities, 5) properties, 6) inventories and records, 7) program assistance, and 8) maintenance and housekeeping employee supervision. Each of these areas of maintenance has some particular aspects which may be unique to each camp depending upon the program which is offered. There may be specific reports and records which must be kept relative to supply orders, property records, service checks, camp emergencies, safety records, inventories, equipment or vehicle check-out, and long-range maintenance schedules.

In addition to the eight areas of responsibilities, the maintenance supervisor should also be responsible for protecting camp property, checking the on-going operation of the facilities and property, and new construction and major renovation, and community relations.

The planning of an effective work schedule for maintenance involves three factors: the work to be done, the personnel available, and the funds allocated. Maintenance schedules can be classified into three general categories: routine operation schedules, maintenance schedules, and long-term schedules. Once tasks are classified this way, it is much easier to develop good maintenance routines.

Activities:

a. Visit with three or more camp rangers or maintenance forepersons. Learn what type of maintenance system each camp utilizes.

b. Read a book such as Camp Property Management or Facility Maintenance Systems. Describe the major principles you would adopt for a comprehensive camp maintenance system.

Review: Can you do the following:

1. Write a job description for a maintenance supervisor

2. Categorize the maintenance duties at a camp according to a routine, maintenance, and long-term schedule.

3. Describe the records and reports which should be kept relating to maintenance procedures.

4. Describe the role the maintenance supervisor plays in providing program assistance.

5. Explain how a maintenance supervisor supervises other personnel? Who might these other people be?

SITE AND FACILITIES MANAGERIAL

/Lesson Four and Five/

Competency Area(s): Knowledge of the federal, state, local laws and ACA standards relative to site and facilities.

Ability to analyze implication for site and facility operation when serving the handicapped.

Suggested Readings: Basic Camp Management, p. 41-44, 118-129
Camp Maintenance Supervisor, p. 42-45
ACA Standards, A-1-A-4, A-15, A-25-A-26, B-5-B-64

Objectives: 1) The student will know where to locate information regarding federal, state and local provisions for the development of sites and facilities.

2) The student will interpret the ACA standards pertaining to site development and maintenance.

3) The student will identify some procedures which could be used to make the camp more accessible for the handicapped.

Discussion:

The ACA Standards provide a number of suggestions to be used in environmentally sound long-range planning and the maintenance of camp sites as well as in providing some specific suggestions which can be useful in working with persons with varying disabilities in a camp setting. Standards related to maintenance include such things as having an inventory of equipment, a map showing the utility lines in the camp, a maintenance schedule, and methods to avoid unnecessary hazards in camp. In addition, some standards refer to the use of hand and power tools, and the storage of explosives and flammables in the camp. The camp director should be aware of the interpretations of these particular standards.

In addition, there are some rules and regulations which apply beyond the ACA standards for the development of sites and the maintenance of areas in safe ways. Architects and health engineers can provide guidelines

for many of these things especially related to sanitation and accessibility requirements. For example, permits for building new structures or remodeling existing ones are required in many cases. There are also requirements for licensed electricians and plumbers. The various techincal services which are available can provide the most assistance.

In camps which serve handicapped individuals, there are also some additional considerations. The maintenance supervisor, as well as other staff, must be aware of special problems and unique needs of handicapped campers. Many of us take for granted some of the basic problems that these campers may have in turning a door knob, drinking from a fountain, or manuevering a wheelchair in sand. Handicapped persons want to be treated just like others, but sometimes particular modifications must be made. Regardless of the quantity and quality of program opportunities available in camp, they are useless if physically handicapped persons do not have access to them. As a result of architectural barriers which have been thoughtlessly built, handicapped campers do not always have the same access. Accessibility requires the removal of these barriers. The removal can generally be done by the maintenance staff or modified in such a way as to create less problems. The first step is in awareness. Ramps alone won't do it, but some modification can help to eliminate many architectural barriers.

Probably the greatest obstacles are in removing the attitudinal barriers which exist toward the handicapped. Only when this occurs, can handicapped people participate to the fullest.

Activities:

a. Accompany an ACA Standards Visitor on a camp visit. Observe whether federal, state, local laws and ACA standards are being met.

b. Prepare a list of all laws and standards which camps must meet in the area of site and facilities.

c. Select a handicapped (blind, wheelchair, etc.) population and describe what special considerations must be added to your camp site and facilities.

d. Visit a camp for the handicapped. Discuss with the director the special needs and services his/her camp provides in the area of site and facilities.

Review: Can you answer these questions:

1. What are some barriers (architectural and attitudinal) which should be removed if handicapped persons are to be able to fully participate in camp?

2. What is included in a master plan?

3. Which ACA Standards apply to the storage of items at camp?

4. What records are needed to show that camp vehicles are serviced regularly?

12

ACA Home Study Learning Activity Report

This report cover sheet should be attached to the front of each individual assignment. (See the Plan of Work approved by your instructor.) Return this form to your assigned instructor.

NAME _____ COURSE _____

STREET _____ *Plan of Work Assignment (List planned activity from Plan, or identify Competency Area number)* _____

CITY _____ _____

STATE, ZIP _____ _____

Date Submitted _____ *Instructor's Name* _____

INSTRUCTOR'S COMMENTS ON THIS ASSIGNMENT:

_____

_____

_____

_____

_____

Instructor's Signature _____ *Date* _____

STUDENT'S COMMENTS ON, OR QUESTIONS ABOUT THIS ASSIGNMENT: (Questions you may have as you submit this, or further questions you may wish to resubmit after receiving the instructor's comments.)

_____

_____

_____

_____

_____

_____

Phase IV: Evaluation

Once you have completed all assignments and your instructor has notified you of your satisfactory completion of all course work, please fill out the attached evaluation form on the course and instructor. This should be returned in the envelope provided to the National ACA Office.

The National ACA Office will then send you a certificate of course completion once they receive the instructor's report and your evaluation.

Congratulations -- you have finished the course!

The previous numbered page in the original document was blank

For Student to Complete - Return directly to ACA National Office

ACA Home Study Course and Instructor Evaluation Form

NAME _____

ADDRESS _____

COURSE _____ INSTRUCTOR _____

Please help us improve the Home Study system by evaluating the following:

1. To what extent was the course action oriented? Could you apply what you have learned from this course?

2. How confident do you feel in your ability to implement the information presented in a camp setting?

3. To what extent were your own educational needs met by this course?

   Minimum Extent 1 2 3 4 5 6 7 8 9 10 Maximum Extent

4. Please rate the following items. Use the following scale of 1 = Poor and 10 = Excellent.

	Poor									Excellent
a. Appropriateness of format to course goals	1	2	3	4	5	6	7	8	9	10
b. Overall organization of the course	1	2	3	4	5	6	7	8	9	10
c. Length of course in terms of covering the subject	1	2	3	4	5	6	7	8	9	10
d. Clarity of instructions from ACA and your instructor	1	2	3	4	5	6	7	8	9	10
e. Plan of Work developed with instructor	1	2	3	4	5	6	7	8	9	10
f. Circuit time for information sent to your instructor (amount of time between when you sent in an assignment and its return to you)	1	2	3	4	5	6	7	8	9	10
g. Guidance provided by your instructor	1	2	3	4	5	6	7	8	9	10
h. Preparedness of your instructor	1	2	3	4	5	6	7	8	9	10
i. Ability of your instructor to clarify problems	1	2	3	4	5	6	7	8	9	10

The previous numbered page in the original document was blank

5. Did this course meet with your expectations? Why or why not?

6. What were the major strengths of this course?

7. What suggestions do you have for improving this course?

8. Were the readings appropriate and adequate for the course? If not, why?

9. Would you recommend your instructor conduct another home study course? Why or why not?

10. Did your instructor make sufficient comments on your assignments?

11. Based on your experience, would you recommend ACA Home Study to a friend?

12. Any other comments:

THANKS!

LESSON ONE

Planning & development

By Division of Consultant Services

This is the initial article of a series on the subject of camp planning and development and the use of consultative services, produced for the information of the ACA membership by the newly formed Division of Consultant Services. The primary intent of the series is to aquaint the membership with the availability of consultant services within the ACA and to establish a forum for the exchange of constructive information resulting from serious questions and answers developed in response to member interest.

By Art Harrison

This bit of information is aimed at that vast audience of creative humans who somewhere, at sometime in their lives, have determined that camping in at least one of its multi-faceted forms is going to come into focus for some serious attention in their future. It is addressed to leaders and would-be leaders where the nature of their task may vary greatly but who realize certain problems in common.

Generally, they must work through organizations and groups who influence much of what their personal futures will be. At this point, it is quite important to know how to make decisions today that will improve their corporate and personal position tomorrow.

Making such decisions is what planning is all about.

Some people, when they think about organizing long range decisions, often think about inviting someone who might be identified as a professional planner - a term very often used to describe a specialized group of people - to assist them with their organizing process. Sometimes they forget that planning, as it is most often conceived, is not at all specialized, but, is the result of any decision making process, simple or complex, when such decisions have implications of change in lives and patterns of anyone affected by the change.

Planning is a dynamic tool. It is a means to evolution or revolution. Without its presence, even the simplest of tasks cannot be carried out gracefully. Most growth processes are spawned by it.

Does everyone or anyone, need it - and if so, why isn't it more successful - particularly as we look at camps who've been struggling through from infancy to senility over the years, attempting to make it work for them. Most camps and camp leaders have invested heavily in planning over the years - with and without the aid of the professional consultant - some swear by either method, others swear at them.

The Division of Consultant Services has been formed to be a helpful arm of the American Camping Association - its primary function is not to be totally self-serving - hopefully, a few of you will test out the service aspect of this new group to see for yourselves if it is to have a useful life in ACA.

It is evident and logical that every project does not need a professional planner or specialized outside resource. Some projects can be well handled by the local expert; this is particularly true of those short term problems that arise around the unique personality traits of everything from land to people to equipment, etc. Sometimes a phone call or simple letter will produce a solution that's just next to perfect.

However, on the other hand, there are times when it's very important to the problem solving and decision making process to invite an experienced outsider into your closet of problems. He can sort out the material that ought to remain and that which should be disposed of; and he can create an inventory of new ideas, processes and things so you can continue to carry out all the life-giving functions that you or your organization were created to do. So, the decision to hire a planner is a critical one at any point in your life.

The Division of Consultant Services hopes through a series of articles on what services and skills are available and desirable to make this particular decision a simpler one for those considering the possibility.

In making the decision to involve an outside resource in your problem, you should seriously consider the following questions:

1. Does it really require an objective viewpoint or can local experience get the job done?
2. Can you afford the time to re-interpret the problem to an outsider for consideration?
3. Can you afford the service fee?
4. Is there someone reasonable available on the outside with this kind of expertise?
5. Where can you contact that person? Who can help you do this?
6. Will it be possible for the consultant's most diametrically opposed solution, no matter how practical and workable, to be actually implemented under the present power structure?
7. Can you gracefully expose your past and interpret with clarity and honesty your present activities and your future desires?
8. Are you willing to provide the basic data and the time necessary, willingly, to work integrally with an outside resource?
9. Is the problem a real one or imagined? Is it a physical one or does it have political or emotional undertones that you are not courageous enough to work through without the planner in the role of a judge and/or referee?
10. Will you invest enough of yourself in the planning process to feel some responsibility for moving the plans ahead after the initial problem has had a reasonable solution advanced?
11. Are you planning just for planning sake as a lever against criticism or to take advantage of special incentives offered for a finished plan?
12. Could you, if all your involvement at the moment was not a fact, start the same project anew and defend the validity of your desired creation to a questioning public?

The questions go on and on. But the 12 cited will create enough mental exercise in most thinking individuals to begin to test the validity of involving someone from the outside to join you momentarily in your dilemma and forever in your success or failure.

Planning cannot do everything. It has little relevance to solving problems of a political or emo-

tional nature or for individuals or organizations seeking only to extend or project their present performance into the future.

In its best form, planning with outside consultation is an expensive process. One which demands early cash money for service fees, sacrificial time to provide input and monitor the process and sometimes devastating changes in the disruption of tradition and action habits of long standing.

All this is not in any way to indicate that such a planning challenge is not worth it all. In most situations, it's not only worth it - it's survival insurance - but, only if implementation is the child of the planning process. So many plans and planners remain unfertilized and sterile, for so many reasons, not the least of which is lack of faith on the part of both the planner and the plannee.

Other articles in this series will carry you through the steps in getting on with the whole business. The task of this initial piece is only to alert you to the facts of life that a new ACA service opportunity is available to you if you have determined that you're going to take on the challenges of planning and development involving an outside resource, and to establish principles and guidelines for future action.

There is a high risk in planning for change; failure, revolution, displacement all are possible. But, with that risk come the partners of exhileration and strenuous exercising of the human condition and greatest of all, a glimpse of the impossible possibilities.

18

LESSON TWO

Redesigning multiple camp facilities for year-round programs

by Patricia S. Loheed

Planning choices for allocation of people and money become difficult as these resources become scarce. For nonprofit and agency camp operators with multiple camp facilities to manage, operate and fill, these choices have become a maze of seeming contradictions. A clear understanding of two factors can help cut through the confusion and motivate planners toward better strategic planning.

The planners should first have a clear understanding of the population they currently serve, with specifics of age, geographic origin, return rates, and so on. They should know why their program satisfies, or does not satisfy user needs. From this "market research," goal-setters can establish what the future shape of program offerings should be and thereby "get-a-handle-on" the type of facilities necessary for the future.

The second factor, which is the subject of this article, deals with the ability of a site or sites to meet program demand. What follows is an annotated list of evaluation criteria that this consultant uses in judging sites and their ability to satisfy program demand for the present and the future. Examples of the type of analysis that can be used in each case are illustrated. Planners should be careful; the depth and quality of evaluation and analysis should be proportional to the gravity of the decision being made—that is, do not do a yearlong study to locate a new shower house.

In many cases the sheer cost of maintaining multiple sites is cause for major overall evaluation. In one New York case, the replacement of a major dining facility, in addition to improvements required by the state health department, acted as a catalyst prompting an overall evaluation of sites and future demand. In all cases it is important to have the market research in hand when coming to definitive conclusions about future site ownership or development.

One agency, with some 18 sites in Massachusetts, found that not one of their three resident camp sites could fully satisfy the year-round program that they projected. It is doubtful that they could have come to this conclusion if they had worked from the premise: "We have these sites; what can we do with them?" The agency acquired land adjacent to their best site, having sold others, and streamlined their property portfolio, and today, they are in a development program.

Since the selling or trading of closely held camp property is a sensitive issue, it should be approached carefully. From observation, those who have had the most success are those who have gone through a pragmatic review of needs and property resources with heavy involvement of constituents in the process. In many cases, new owners such as a conservation commission, have allowed continued use of a portion of the property.

Evaluation Criteria:

Location. Where are the sites in relationship to the geography served? How do they relate to the population distribution over the area? What is the future prospect for the location? Will a new interstate interchange change the character of development in that area? What are the plans of the adjacent state forest land? Questions such as these help clarify the location assets and handicaps of sites. It can help distinguish between the value of a smaller, older, closer-to-population site and a larger, newer site at a greater distance.

Access. How much trouble is it to get to the various camp sites? Is it possible to reach the camp site by public transit? Is the road plowed in the wintertime because the caretaker's children ride a school bus? What are the driving time-distances from the site to major population areas? What is the characters of the camp access road? If, like in one 3,000-acre site in the Adirondacks, the road in cuts down a north facing slope, the site is inaccessible by car in winter months, but snowmobiling and skiing are alternatives.

Another part of access is the visibility of a chosen site or facility within a community. Some camps which function as a program center with daily use may want to be highly visible for public recognition, where other facilities may want to keep a low profile, particularly if the site is only used seasonally and there is no resident caretaker.

Regional and historic context. With camp owners often being absentee landowners in communities, it is important to recognize the context in which they operate, particularly the history of the immediate area. Very often such recognition will yield new possibilities as far as program. What was the previous use of each site? What pattern did it take? The original settlers of land were pragmatic in their site planning and functional use of the land, being closer to and more subject to the whims of nature than we are today. In one site it was the use of abandoned mine and forge sites, in another it was the collection of farm artifacts from an early 1800s dump and

(continued on next page)

Patricia S. Loheed is a member of the American Society of Landscape Architects. She has done multi-faceted regional, recreation/management and facility planning in the northeast.

barn foundation, in another it was the discovery of a 1780 mill foundation along a stream bed. One of the best sited dining halls in Pennsylvania is on top of the foundation of a previous dairy barn.

Soils. A clear understanding of the soil capabilities of any site, with the underlying geology and hydrology will provide an index for development capabilities. Because many campsites are located on marginal land that was not highly suitable for agriculture or development, their development limitations are often as great as their scenic properties. Where camp use was limited to seasonal activity in warm weather, these limitations were not as great, but as many sites have moved into year-round programming these limitations have been felt. In most cases, even the most severe soils limitations can be overcome, if one is willing to spend the money and to put up with the disruption of the natural environment, and if no environmental restrictions are applicable. Generally, lands which have been actively farmed represent the soil types which are most suitable for intensive recreation use. However, the open-field, athletic complex is not the image for which most camps are striving. Many camps would benefit from more manipulation of the natural environment for the creation of spaces for camping. Problems of erosion, soil compaction, and poorly drained soils greatly handicap many programs and they are rarely budgeted for long-term solution.

Topography and slope. The landform of a camp acreage dramatically directs program activities and facility development. Very flat landscapes with 0 to 3 percent slope have trouble with drainage and are prone to be wet and soggy. Moderately steep to very steep slopes from 9 percent and up are difficult for road construction, septic tank, and sanitary system disposal. They also present erosion problems and increased expense when used as building or tent platform sites. This leaves a very narrow range of landscape on which to locate and implement program activities without muddy feet or erosion problems, much less heavy cost. Conversely, many of the most memorable camp landscapes are seen from the top of hills and escarpments and are the objective at the end of favorite trails.

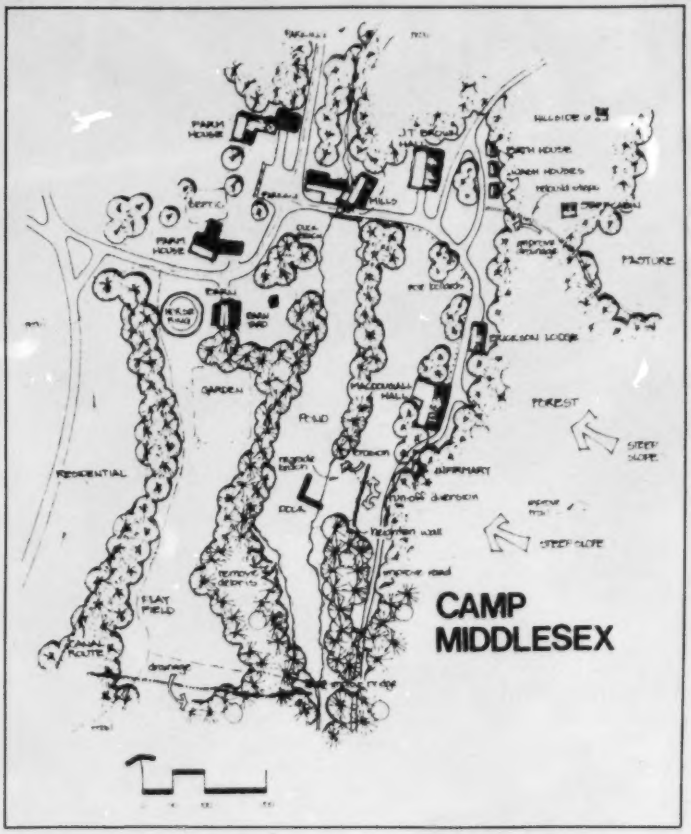
Vegetation/wildlife. While these are are two different factors in a camp landscape, they are so tightly meshed that they are often jointly evaluated. The health and diversity of the vegetative cover on a camp help create the visual image of a location as well as impact its program capabilities. Often only the forested areas are treated as "camp landscape," many times at the expense of meadows, open space, and wet areas that function as valuable program space as well as viable food sources for animal populations. Many agency camp owners lack the understanding or the resources to actively manipulate their vegetation and manage the wildlife populations as most farm owners do.

True conservation of resources implies an active role in property management, rather than passive preservation. Those sites which will yield the greatest variety of landscape, vegetation, and wildlife are the ones which can meet a varied year-round program demand. Inherent in this management strategy is the disruption of the natural visual environment with tree harvesting, drainage diversion, and grubbing and clearing. If these improvements are well planned considering the natural drainage, exposure, and natural seeding, recovery time of the disrupted area will be brief if no other constraints, such as soil compaction, are present.

Hydrology/water resources. Very often the evaluation of a camp's water resources are limited to their pond, lake, or swimming pool. A complete review of the water resources on a site needs to be made to adequately evaluate the long-term usefulness of a site. This includes looking at ground water supplies for water supply and fire fighting potential. If the water table is near or at the surface, it may be a deterrent to use or to development.

The pattern of surface drainage should also be cross-referenced with existing development and circulation so that potential conflicts can be resolved before they become high-cost site planning problems. The other water features on a site such as wetlands, brooks, springs, waterfalls, and so on should be inventoried and mapped. In many cases these smaller natural water amenities are completely overlooked in program planning even though they offer a multitude of water contact program possibilities such as "creek walks." Proper management of streams and ponds is a major issue, particularly where empondments have been man-made. Problems of siltation and algae growth are rarely dealt with on a preventive basis.

Existing development. An evaluation of the functional layout of existing buildings and circulation should be made, identifying where the existing system is in conflict with the natural systems of the site or is dysfunctional from a program



BEST COPY AVAILABLE

operation point of view, such as delivery trucks backing over the ball field every time a milk delivery comes. Many agency camp layouts were made on a decentralized plan when the expectation was that facilities would be used in warm weather only. Such plans are often difficult and expensive to adapt to year-round program functions, with sanitary disposal systems and distance between units being major problems in snow weather. With the advent of the snowmobile, these dispersed facilities are also difficult for even an agile resident caretaker to keep an eye on and to deter vandals.

Future development program potential. The majority of the writer's agency clients have looked at their existing sites with the idea of consolidation and selective winterization of their facilities rather than the development of massive new facilities. In many cases, when the wet areas and the steep areas are subtracted from an available acreage, very little actual land suitable for intensive recreation use is left. Often this land is separated from the existing developed area by natural features such as hills, ridges, or water bodies which eliminate it from serious consideration. Thus in most cases, new development and expanded program potential involves careful rehabilitation or removal and redevelopment of existing areas. In many cases winterization has meant the potential loss of the "rustic" image so highly valued in camps. It has also meant the development of more structured vehicle and pedestrian systems, with actual surfacing of intensively used exterior areas.

For old-time campers the advent of blacktop, wood chips, and crushed stone and underdrainage makes a camp core area look too much like a motel or a conference center instead of a camp. If these areas are planned ahead and budgeted for, they can often be built by campers and achieve a more naturalized appearance. The use of decks and stone can also relieve some of the too urbanized look.

In looking at implementation and follow-through on camp planning projects after a number of years, the writer finds a great correlation between those groups which were articulate clients, with a clear understanding of their needs and limitations, and those groups which actually achieved their goals. A good consultant educates a camp client in developing self-help skills in the planning process, to assure continuing implementation of a plan long after a development contract is completed. □

Effective maintenance = Energy savings

by John Murray, ASLA

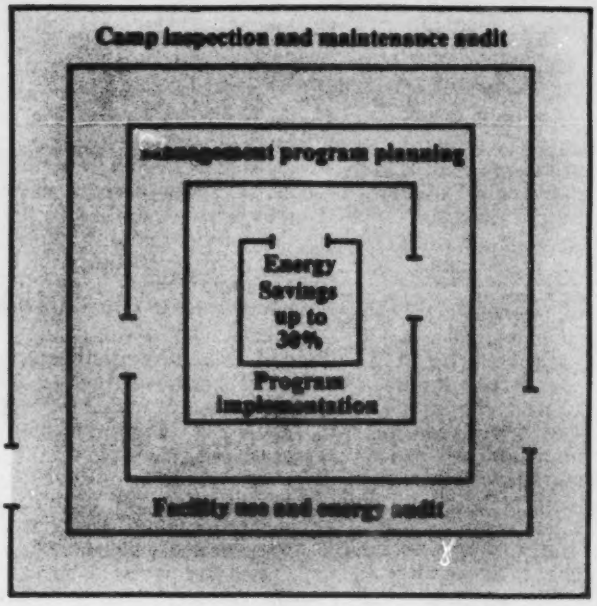
Energy consumption and cost have become major concerns of Americans today, and promise to be crucial factors affecting our future life-style and national security.

As a result, new energy technology is developing more alternatives in energy sources, with greater advancements in solar, coal, natural gas, and nuclear power. Unfortunately, technology is having a difficult time keeping pace with consumption. Solutions through inventiveness do not always come easily. The incandescent light bulb, for example, was only being used in 50 percent of American households 25 years after its invention.

While technology advances, efficient maintenance remains the key to conserving energy and reducing costs. The National Assembly, an organization of nearly 40 voluntary health and social-welfare organizations, joined together with top agency executives to identify and act on energy conservation by developing an energy conservation and management program that can reduce consumption by as much as 30 percent.

"If you do not have a good maintenance program, you are never going to save any energy," states Jackie Cheney, Facilities and Services Director at the Hartford, Connecticut, YWCA. The National Assembly advocates a commitment to action through the formation of an energy-management team. The team may be comprised of those with technical expertise from within the volunteer structure along with representatives of utility companies and agency staff members. "Initially, it centered on me because I had to get it going and I had to get people interested," explains Ms. Cheney. "Once the building superintendent became intrigued with what we were attempting to do, then we entered into much more of a partnership relationship. I don't see how we can do it any other way. My skills are in management, his skills are in the technical area."

By conducting an energy audit, the team determines how the energy is being used, and what it costs. If the camp owner, for example, has already developed an effective maintenance system, gathering the necessary energy information is relatively simple. It should begin with a campsite inspection, analyzing those maintenance operations which must be performed and their energy implications. John Hopp, resident manager for the Meyer Program Center of the Lenni-Lenape Girl Scout Council in Paterson, New Jersey, explains, "We began by analyzing our gasoline consumption. By having regularly scheduled trips to town, once or twice a week, we are able to eliminate unnecessary travel. Those few things that were needed four or five times a week were costing us big dollars for gas. Using the right piece of equipment for the job helps, too. It doesn't take an eight-cylinder flatbed to drive into town. We're using our four-cylinder vehicles a lot more and even considering an electric cart or a two-cycle ATV (all-terrain vehicle) for routine site inspections." Delivery service to the site also helps reduce gasoline consumption by maintenance personnel. By ordering replacement parts from a distributor, Hopp has been able to have parts delivered to the site on a regular schedule, thus eliminating a retailer's markup and added trips to town.


Camp inspection and maintenance audit
management program planning
Energy Savings up to 30%
Program implementation
Facility use and energy audit

After this preliminary audit is finished, a second audit should be conducted with the guidance of a site and facility planner, architect, or engineer with the expertise to really look at your facility. In addition to energy systems, facility usage will be looked at before recommendations are made. "We have to have an architect look at our main lodge. I know we're losing heat, I just don't know how much. I'd like to explore the feasibility of double-glazed windows and a woodburning furnace, as opposed to our present gas system," explains Hopp. Wood is a renewable resource. Hopp maintains that an on-site forest management plan, prepared for him free by the state forester, will provide him with the necessary fuel he needs. "The next thing we looked at was our heating system for the rest of the site," explains John Hopp. "Our program center at Lake Rickabear is open year-round, and most of our outbuildings are heated. What we have to do is consider a program and facilities plan that will allow us to concentrate our support facilities in one area. We just can't afford to heat buildings we don't need."

The energy-management team's review of all the data collected should address the following considerations:

- ☐ The percentage of the annual budget spent on energy
- ☐ Energy consumption patterns for the past five years
- ☐ Facility and equipment use patterns and their impact on energy consumption
- ☐ Projected energy costs based on current consumption
- ☐ Principal areas of energy waste

(Continued on next page)

The previous numbered page in the original document was blank

Revision of maintenance operations and repairs should be made along with development of low-, medium-, and high-cost strategies. Maintenance operations and repairs include such procedures as repairing windows, adjusting thermostats, scheduling vehicle use, reducing lighting levels and hot water temperatures, and cleaning filters, boilers, and light fixtures.

Low-cost strategies, which should pay for themselves in one year or less, include installation of weather stripping, air conditioner covers, and timers on lights and hot water heaters. Operations and maintenance and low-cost strategies can save between 25 and 30 percent in energy consumption.

Medium-cost strategies, which have a payback of two to four years, include such items as insulation, installation of double-glazed windows, and replacement of incandescent lights with florescent or sodium lamps.

High-cost strategies, which should pay for themselves in five or more years, include low-technology solar systems and heat-reclamation systems such as solar panels or shower houses to heat water. Medium- and high-cost strategies can save an additional 20-25 percent, but should be introduced only after operations and maintenance and low-cost measures are implemented.

Merely planning an energy management program does not save money; implementation does. Implementation should begin with those tasks that are most easily initiated and reveal the fastest cost reduction. Personnel and client awareness of the plan and their participation in it are crucial.

Ms. Cheney explains that, "We began by informing our staff and residents of our energy conservation program. We enlisted their support in turning off lights, closing shades, reporting leaks—that kind of thing. We're decreasing our wattage in our incandescent lights, removing excess florescent lights, and installing florescent watt misers. We've issued contracts to insure the proper maintenance of our heating, cooling, and ventilating equipment. This year we're scheduled to reduce the infiltration of our residence facility, and we're also exploring the installation of a computerized system."

It is important to monitor consumption in order to evaluate your management program and its goals and to consider the data gathered and its accuracy. Discussion by the management team should reveal the appropriateness of their actions upon realization of energy-consumption goals and their effect upon clients. New goals should be established and a detailed plan of action initiated.

"If you're concerned about rising energy costs and rising operating costs," says Jackie Cheney, "then you need to get involved with energy management. Somebody needs to take major responsibility for it, whether it's the executive or the building superintendent or another staff member. Any agency that owns a facility has to deal with the issue. And if you don't, it will simply eat up more and more dollars."

For more information on the National Assembly energy management program, contact: The National Assembly, 291 Broadway, New York, NY 10007.□

John Murray is a property development specialist for Girl Scouts of the U.S.A., author of the book FACILITY MAINTENANCE SYSTEMS, and principal in the firm of John Murray and Partners.

LESSON #4

Camp pool maintenance

by William P. Markert

There's not a more refreshing sign of summer camping than a sparkling swimming pool. But a pool's value depends on its condition.

Is the water clear? Are accessories safe? Is equipment working at top efficiency? Is the pool itself in good repair? These quesions must be answered affirmatively before any pool can be opened for the summer.

The only way to be assured that a pool is ready for summer traffic is to call on a pool professional. Although a groundskeeper or maintenance person may excel at his regular tasks, he simply cannot be expected to master all the technical complexities of pool maintenance. Call a professional at the beginning.

A pool professional is thoroughly educated in his field. It's his business to know everything there is to know about pools—wiring, plumbing, equipment maintenance, pool repair, and chemistry. In addition, he knows the variables of climate, soil composition, and water conditions that make each pool unique.

Conditions vary from place to place, and a pool professional in Florida will hardly speak the same language as one from Tennessee, much less Wisconsin. But all are aware of conditions specific to their areas, and of the maintenance requirements of the various types of pools and equipment.

To get a pool ready for summer, a professional should inspect the pool and all its equipment, identify what repairs and preventive maintenance are needed, and prescribe a program of regular chemical and equipment maintenance.

He will begin by inspecting filters, pumps, lights, and other electrical equipment to see that it operates efficiently in accordance with local codes and that there is no defective wiring. Even a slight leakage of electrical current can cause corrosion of metallic parts, a condition which will be further aggravated by chlorine. If a switch has worn out or insulation is worn, the pool may actually be dangerous. Any needed electrical repairs must be made immediately.

Different pool equipment companies naturally have different service requirements for preparing their products for a new season. This preventive maintenance, performed by a professional who knows what to do with which equipment, can save costly repairs at a later date.

An inspection of pool accessories will determine if the diving board needs resurfacing or if bolts should be tightened or replaced. The deck area will also be checked for slipperiness.

It may be necessary to drain the pool to determine whether repairs or repainting are necessary. If so, the pool service company will remove loose paint from the walls, bottom, and deck, then thoroughly scrub the walls and bottom to remove dirt, grease, and algae. The pool must be painted with a coating that is compatible to the type used previously. A pool professional can determine whether rubber base, water base, vinyl, or epoxy is required.

During inspection, all pool plumbing will be checked to make sure it is functioning correctly. If the pool was not closed properly in the fall, it may be necessary to replace broken pipes—a good reason to keep your pool professional in mind when it's time to close next fall.

Working with a professional is the best investment that can be made in preparing a pool for the new season.

Of course, proper pool care doesn't end when the swimming begins. Once a pool is open, a continuing program of maintenance is needed to keep it sparkling, safe, and functioning properly.

A pool professional can prescribe care for specific needs; but for staff members charged with regular pool maintenance a professional guide is an excellent investment. In response to requests from pool operators, the National Swimming Pool Foundation has produced a *Swimming Pool Operators Handbook*—a 135-page booklet written by Professor David G. Thomas of the State University of New York.

The book is sold by the foundation and covers pool chemistry and testing for various water characteristics, suggested treatments for specific water problems, operation and maintenance of pool equipment, checklists for periodic inspection and maintenance, suggested forms for recording operational data, information on seasonal pool care, and details on the use, care, and maintenance of all types of filters.

A pool operators training program developed around the book is also available through the foundation. The program, which can be used by groups of any size, includes slides, texts, a trainer's guide, exams and certificates. □

William P. Market is Director of Education and Public Affairs for the National Swimming Pool Institute in Washington, D.C.